

Helping Faculty
Transition to Teaching Online
University of Southern California

MAT@USC

Agenda

1. The environment
2. The tools
3. The issues and our strategies



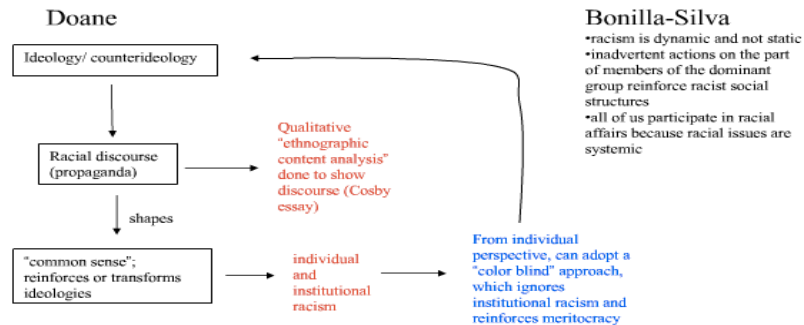
Discussion Notes / Session Agenda

For support during this session, please call (888) 628-5041.

In small groups:

- 1) To hear only the members of your breakout group, press # plus the number of your group on the phone. You may also use the chat function if you have difficulty with this.
- 2) Examine the White privilege indicators.
- 3) Discuss your general reactions to today's material.
- 4) Discuss how you as a teacher will either perpetuate or disrupt institutional racism.
- 5) Record your group responses in this pod and be prepared to share them.

Unit 4 Lecture.ppt



Color-blindness is perpetuated through unacknowledged white privilege.

File Share

Name	Size
Racism Defs_Baca.doc	37 KB
White privilege_50 Indicators.doc	49 KB

Save To My Computer

USC Rossier School of Education Hello, Ryan! | Settings | Sign Out

Home | Profile | Portfolio | Community | Resources | Feedback

Home > EDU 516.27812 Switch role to... | Turn editing on

EDU 516.27812

Course Overview

22 Students 3 Online

Coursework

Office Hours

Study Groups

Grades

Administration

Add Notes

New Note View All

The Framing Experience - Wall

Wall Overview

Write a post | Share a link | Post a picture | Post a video

What's on your mind?

Marisa Chohan wrote Friday, Jul 10th at 8 08 PM

Hello Dawn. Click on the Portfolio tab and in that window you will find the "journal" section on your left. You can post your notes there. :)

Dawn Santiago commented Friday, Jul 10th at 8 23 PM

Thank you Marisa.

Dawn Santiago commented Friday, Jul 10th at 8 49 PM

Did you type all of your notes?

Show All Comments

Dawn Santiago wrote Friday, Jul 10th at 7 26 PM

Hello everyone. I noticed that we need to upload our notes from the observations. Does anyone know how to do that? Or can anyone help me? Thanks, Dawn

Laurel Bennett wrote Thursday, Jul 09th at 9 36 AM

Study Group B's Question: How is discipline in the classroom effectively enforced? When is discipline too much or inappropriate? How do you relay disciplinary actions to parents in a conference like set

Kelli Hammond wrote Thursday, Jul 09th at 6 12 AM

Study Group C: Are other things besides parental involvement, such as teacher/school expectations & curriculum, contributing to student underachievement?

Many new tools

- **Synchronous:** Real-time class meetings
 - Uses Adobe Connect
 - Formats: Whole group, Break-out groups, Office hours
 - New tools: chat pod, white board, screen share, doc share, notes pod, VoiceThread
- **Asynchronous:** Out of class work
 - Interactive timelines
 - Audio and video files; Screenr
 - Forums/Discussion boards



New technical skills needed:

- Accessing/manipulating the tools
- Granting access to students
- Trouble shooting





We jumped in and....

- “Lecture” is rarely a good idea
- Traditional facilitation techniques fell flat
- Thoroughly distracted by chat pod

...it felt like a 3 ring circus.

The tech wasn't challenging;
the pedagogy was

- We stopped trying to teach as we would in F2F class – but kept the same goals
- Started teaching each other based on what worked

Adapting Pedagogical Skills:

- Prior to live class:
 - Rethink what to provide in advance
 - Rethink presentation of that information
- During class, how to:
 - Facilitate engagement
 - Monitor student engagement/learning
 - Pace instruction





Things we learned

- Requires faster pace yet being comfortable with wait time
- Attention span is shorter: use 20 min blocks inside 90-120 minute classes
- Front loading learning through asynchronous resources: use live time for discussion
- Capacity to move through learning faster
- Need for greater structure/planning

How we prepare faculty now...

- Common orientation for new faculty
 - Program
 - Technology
 - Pedagogy
- Practice prior to starting class
 - Tech trouble shooting
 - Watch recordings of others teaching
 - Observe others' live sessions (try to schedule new instructors' courses later in the week)

Once they start teaching...

- Tech support in the room to handle tech problems
- Course coordinator sits in
- Weekly instructional team meetings
- Continued opportunities to observe
- Constant exploration/sharing of new tools/strategies